The International Journal for

THE EDUCATION OF THE BLIND

The Official Publication of the
AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND
A Magazine for
Teachers and Parents of Visually Handicapped Children

CONTENTS

	Page
The Key Club — *H. J. Wolfe*	73
The Program of Braille Research; A Progress Report — *Virgil E. Zickel and Marjorie S. Hooper*	79
Minimum Standards for Schools for the Blind — *Egbert N. Peeler*	88
The President's Corner — *Dr. Robert H. Thompson*	91
The Housemother — *Francis M. Andrews*	98
A Diet Plan for Overweight Children — *Mrs. Dorothy Gant*	102

Vol. VI
No. 4
May
1957

The International Journal for
THE EDUCATION OF THE BLIND, INC.

The International Journal for

THE EDUCATION OF THE BLIND, INC.

V. R. Carter, M.Ed., *Editor*
Paul J. Langan, *Foreign Editor*
Marjorie S. Hooper, *Managing Editor*

Assistant Editors

Lois V. Cox
Joseph J. Kerr, M.S.
Alton G. Kloss, Ed.D.
Paul C. Mitchell, M.S.
Donald W. Overbeay, M.A.
Egbert N. Peeler, M.A.

Associate Editors

Samuel C. Ashcroft, M.A.
J. M. Woolly, M.S.
Marjorie S. Hooper
Dorothy Petrucci

Editorial Offices—Route No. 5, Muskogee, Oklahoma; Circulation Offices—1839 Frankfort Avenue, Louisville 6, Kentucky. Entered as second-class matter October, 1954, at the post office in Louisville, Kentucky. Published in both Braille and ink-print four times during the school year: October, December, March and May. Subscription $2.00 (foreign postage, 15c additional) per year. Single copies 50 cents. Checks for subscriptions should be made payable to The International Journal for the Education of the Blind, and mailed to 1839 Frankfort Avenue, Louisville 6, Kentucky. Subscriptions to the magazine are included in the membership fees of all members of the American Association of Instructors of the Blind at the special rate of $1.50 per year.

THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND is a professional magazine of methods, techniques and research for teachers and parents of visually handicapped children and other workers in the field of the blind. This publication is incorporated under the laws of the State of New York and is copyrighted in the Copyright Office of The Library of Congress, Washington, D. C. The Journal is a medium for the free expression of the progress or the need for progress in the field of the blind. It is the intention of the editors to provide opportunity for the free exchange of ideas, suggestions, and achievements in the area of the education of visually handicapped children; to disseminate information and findings of research and experiment relative to the methods and techniques of teaching and training of blind children; to give recognition (through awards or otherwise) for outstanding contribution and service to the blind; and to report current activities in schools where children who are blind are educated. The editors hope that a greater national and international consciousness and understanding of the problems of the blind can be brought to the attention of the public through such a professional periodical, and in general stimulate interest and creative effort and encourage thoughtful and enlightened endeavor to achieve this end.

Copyright, 1957, by
THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND, INC.

The International Journal For The Education Of The Blind

Index-Volume VI

About the Journal by Kloss, Alton G. Vol. VI, No. 2, December 1956, p. 26.

Andrews, Francis M. The Housemother. Vol. VI, No. 4, May 1957, p. 98.

Ashcroft, Samuel C. Remedial Program Reminders. Vol. VI, No. 2, December 1956, p. 31.

Ashcroft, Samuel C. and Hooper, Marjorie S. New President and New Editor for "The Journal." Vol. II, No. 2, December 1956, p. 26.

Au Revoir by Langan, Paul J. Vol. VI, No. 2, December 1956, p. 27.

Bryan, Charles A. Secondary School Sciences for the Blind. Vol. VI, No. 1, October 1956, p. 11.

Carter, V. R. From Our Incoming Editor. Vol. VI, No. 2, December 1956, p. 28.

Carter, V. R. To Put It Briefly. Vol. VI, No. 3, March 1957, p. 66; No. 4, May 1957, p. 104.

Church, Mrs. Ada. The Happy Teen-Age Girl. Vol. VI, No. 3, March 1957, p. 65.

Cross Country Running by English, Bill. Vol. VI, No. 4, May 1957, p. 86.

Davis, Finis E. Expanded Provisions under the Federal Act "To Promote the Education of the Blind." Vol. VI, No. 2, December 1956, p. 29.

Davis, Finis E. Ninety-nine Years of Service to Blind Children. Vol. VI, No. 3, March 1957, p. 49.

Diet Plan for Overweight Children, A by Gant, Mrs. Dorothy. Vol. VI, No. 4, May 1957, p. 102.

English, Bill. Cross Country Running. Vol. VI, No. 4, May 1957, p. 86.

English, Bill. Wrestling in Schools for the Blind. Vol. VI, No. 3, March 1957, p. 68.

Expanded Provisions under the Federal Act "To Promote the Education of the Blind" by Davis, Finis E. Vol. VI, No. 2, December 1956, p. 29.

From Our Incoming Editor by Carter, V. R. Vol. VI, No. 2, December 1956, p. 28.

Gant, Mrs. Dorothy. A Diet Plan for Overweight Children. Vol. VI, No. 4, May 1957, p. 102.

"Halifax Method" of Arithmetical Calculations, The by Hussey, S. R. and Legge, Lowell . Vol. VI, No. 2, December 1956, p. 36.

Handbook for Teachers in Schools for the Blind, A by Sowell, Mary Harper. Vol. VI, No. 1, October 1956, p. 2.

Happy Teen-Age Girl, The by Church, Mrs. Ada. Vol. VI, No. 3, March 1957, p. 65.

Hiking Across the Grand Canyon by Tillinghast, Edward W. Vol. VI, No. 4, May 1957, p. 94.

Hooper, Marjorie S. and Ashcroft, Samuel C. New President and New Editor for "The Journal." Vol. VI, No. 2, December 1956, p. 26.

Hooper, Marjorie S. and Zickel, Virgil E. The Program of Braille Research. Vol. VI, No. 4, May 1957, p. 79.

Housemother, The by Andrews, Francis M. Vol. VI, May 1957, p. 98.

Hussey, S. R. and Legge, Lowell. The "Halifax Method" of Arithmetical Calculations. Vol. VI, No. 2, December 1956, p. 36.

Interscholastic Music Festivals by Meldrum, John. Vol. VI, No. 4, May 1957, p. 96.

Johnson, Hugh D. Scouting for the Blind. Vol. VI, No. 2, December 1956, p. 40.
Key Club, The by Wolfe, H. J. Vol. VI, No. 4, May 1957, p. 73.
Kloss, Alton G. About the Journal. Vol. VI, No. 2, December 1956, p. 26.
Legge, Lowell and Hussey, S. R. The "Halifax Method" of Arithmetical Calculations. Vol. VI, No. 2, December 1956, p. 36.
Lewis, Lena L. The Relation of Measured Mental Ability to School Marks and Academic Survival in the Texas School for the Blind. Vol. VI, No. 3, March 1957, p. 56.
Long Finger, The by Thomas, Jeanne. Vol. VI, No. 3, March 1957, p. 62.
Meldrum, John. Interscholastic Music Festivals. Vol. VI, No. 4, May 1957, p. 96.
Minimum Standards for Schools for the Blind by Peeler, Egbert N. Vol. VI, No. 4, May 1957, p. 88.
Morgan, Myra F. Square Dancing in a School for the Blind. Vol. VI, No. 2, December 1956, p. 43.
New President and New Editor for "The Journal by Ashcroft, Samuel C. and Hooper, Marjorie S. Vol. VI, No. 2, December 1956, p. 26.
Ninety-nine Years of Service to Blind Children by Davis, Finis E. Vol. VI, No. 3, March 1957, p. 49.
Our Friends Abroad by Yick, Margaret R. Vol. VI, No. 1, October 1956, p. 18.
Peeler, Egbert N. Minimum Standards for Schools for the Blind. Vol. VI, No. 4, May 1957, p. 88.
Preschool Blind Child and His Parents, The by Scott, Eileen. Vol. VI, No. 1, October 1956, p. 5.
President's Corner, The by Thompson, Robert H., President AAIB. Vol. VI, No. 1, October 1956, p. 22; No. 2, December 1956, p. 47; No. 3, March 1957, p. 60; No. 4, May 1957, p. 91.
Program of Braille Research, The by Zickel, Virgil E. and Hooper, Marjorie S. Vol. VI, No. 4, May 1957, p. 79.
Relation of Measured Mental Ability to School Marks and Academic Survival in the Texas School for the Blind, The by Lewis, Lena L. Vol. VI, No. 3, March 1957, p. 56.
Remedial Program Reminders by Ashcroft, Samuel C. Vol. VI, No. 2, December 1956, p. 31.
Report from the AAIB Cookbook Committee by Shults, Eula. Vol. VI, No. 4, May 1957, p. 99.
Scott, Eileen. The Preschool Blind Child and His Parents. Vol. VI, No. 1, October 1956, p. 5.
Scouting for the Blind by Johnson, Hugh D. Vol. VI, No. 2, December 1956, p. 40.
Secondary School Sciences for the Blind by Bryan, Charles A. Vol. VI, No. 1, October 1956, p. 11.
Shults, Eula. Report from the AAIB Cookbook Committee. Vol. VI, No. 4, May 1957, p. 99.
Slick Trick in Woodworking, A by Woodcock, Charles C. Vol. VI, No. 2, December 1956, p. 44.
Sowell, Mary Harper. A Handbook for Teachers in Schools for the Blind. Vol. VI, No. 1, October 1956, p. 2.
Square Dancing in a School for the Blind by Morgan, Myra F. Vol. VI, No. 2, December 1956, p. 43.
Thomas, Jeanne. The Long Finger. Vol. VI, No. 3, March 1957, p. 62.
Thompson, Dr. Robert H., President AAIB. The President's Corner. Vol. VI, No. 1, October 1956, p. 22; No. 2, December 1956, p. 47; No. 3, March 1957, p. 60; No. 4, May 1957, p. 91.
Tillinghast, Edward W. Hiking Across the Grand Canyon. Vol. VI, No. 4, May 1957, p. 94.
To Put It Briefly by Carter, V. R., Editor. Vol. VI, No. 3, March 1957, p. 66; No. 4, May 1957, p. 104.
Wolfe, H. J. The Key Club. Vol. VI, No. 4, May 1957, p. 73.
Woodcock, Charles C. A Slick Trick in Woodworking. Vol. VI, No. 2, December 1956, p. 44.
Wrestling in Schools for the Blind by English, Bill. Vol. VI, No. 3, March 1957, p. 68.
Yick, Margaret R. Our Friends Abroad. Vol. VI, No. 1, October 1956, p. 18.
Zickel, Virgil E. and Hooper, Marjorie S. The Program of Braille Research. Vol. VI, No. 4, May 1957, p. 79.

The Key Club

By H. J. Wolfe, Key Club Sponsor

Director of Physical Education and Recreation and Teacher

Western Pennsylvania School for Blind Children

What It Is

The Key Club is a Service Club for key high school boys. The boys are selected with the approval of the superintendent, and meet with his sanction under the sponsorship and assistance of a local Kiwanis Club. At our school we deviate from the regular method of selecting boys for membership and include the whole high school group. We have felt it wise to adopt this membership policy since our boys live together twenty-fours hours a day and because our club serves as a self-governing group. If any of the boys were excluded it would be difficult for them to follow the rules and regulations set up by a limited number of boys belonging to the club.

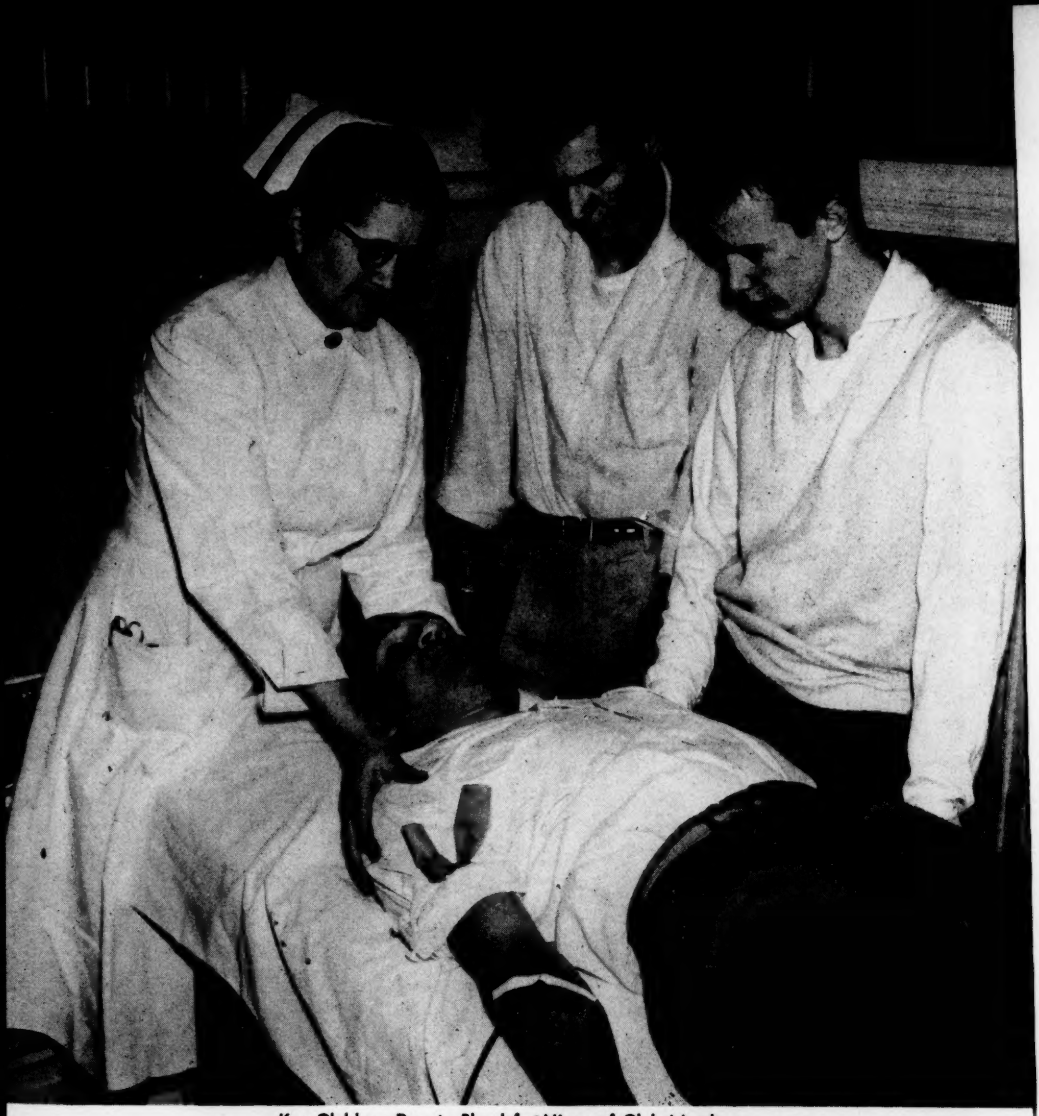
The Key Club is similar to other high school organizations in that it operates under the school's regulations, but it is uniquely different from any of them. "This uniqueness stems from its sponsorship, its aims, and its program."[1]

First, the Key Club is sponsored by the local group of a great international service organization, the Kiwanis Club. This group is composed of leading business and professional men of the community. Through this sponsorship, the boys come to learn more about society and how it functions; they learn what responsible citizens banded together in civic clubs can do to make theirs a better society; and they gain useful knowledge of various businesses and professions which may be their future vocations.

Our boys have profited directly through their Kiwanis sponsors. At the present we have two boys employed, on a part-time basis, by one of our sponsors. One boy was given paid experience writing a magazine article for another sponsor who was also the deciding influence in this boy's decision to enter college. The Kiwanians also profit from their associations with the boys. They become aware of the problems facing our boys, the problems of school administrators, and most important, they learn what teen-agers think concerning the important questions of national and world affairs. I know that most Kiwanians are wonderful men, but I feel that in the Oakland Kiwanis Club of Pittsburgh we are blessed in having the finest group of men behind our club that it has ever been my pleasure to know.

Secondly, the Key Club aims for the development of initiative and leadership ability of youth. It seeks potential leaders and actively encourages their potentialities by giving them responsibilities in the administration or activities of the organization. It is a pleasure to sit back and observe boys, whom you feel have the potential, suddenly blossom into true leaders of the club. Our club is extremely active, and I make a few suggestions, but most of the time the boys are far ahead of me with ideas, and they see them through efficiently. Because of our many activities, the boys are afforded many opportunities in giving and taking directions, all for the good of the group.

Last, but by no means least, is the Key Club's service program. It provides the school with many services which make it a more pleasant place for students and teachers alike. It also goes into the com-



Key Clubbers Donate Blood for Niece of Club Member

munity to undertake various projects which benefit their fellow men. This service program is the Key Club's "reason for being." Through their activities the boys develop initiative and become more aware of their responsibilities as citizens in a democratic society.

I shall discuss our service program further on in this article.

What Is Does

The Key Club holds regular weekly meetings which include an informative or inspirational program. The boys elect their own officers each year and carry on a well-rounded program of activities. We have a monthly board of directors meeting, at which time the club's various services and projects are determined and responsi-

bility for them assigned to some member or committee. The meeting also serves as a "complaint and new suggestions" session. Following this meeting the Key Club board members meet with our sponsoring Kiwanis club board members and myself to discuss problems and to seek possible solutions. These monthly meetings have brought forth ideas that have resulted in a better understanding between the boys and the School's administration. We have been able, through free discussion, to prevent much student-school friction through this very democratic method.

Minutes are kept of all meetings, and a summarization in the form of an Achievement Report, which lists the activities carried on by the club, is filed each year with the District and International offices.

The Key Club also builds fellowship among the boys which becomes a bond of mutual assistance in constructive service to the School. "It seeks to build better schools through intelligent interest, active training, and unselfish leadership."[2]

"We Build" is the Key Club motto; this building is for justice, liberty, democracy, and generally a better world in which to live.

How It Serves

The Key Club serves its members through providing educational opportunities and satisfying human relationships.

Our club members govern themselves in a very democratic manner as they meet and solve a variety of problems related to their activities. The School has rules and regulations which are followed by all students, but our boys have established many rules and regulations which they feel are necessary to ensure a smooth functioning of their organization. Board members and officers have the authority to recommend discipline for club members.

The boys have established a proctor system which serves the following purposes:

1. Gets the boys up and off to breakfast in the morning.
2. Checks the dorms during the lunch period to see that all of the boys return to afternoon classes on time.
3. Checks the evening study hall.
4. Makes a bed check at night.
5. Sees that all club members who remain on campus for the weekend attend church on Sunday.

Each morning the proctor turns into me a report slip listing violations, if any. School regulations are established by the School's administrators and are very stable. When a boy receives five demerits he loses all of his privileges for one week; if he accumulates ten or more demerits, privileges are lost for two weeks. If a boy is a constant offender, further discipline is handled by the administration. The Key Club president enforces disciplinary action.

For a number of years we have had a demerit system for all School rule violators, but our Kiwanis sponsors felt that we needed something positive to counterbalance this system. They suggested a merit system which was adopted by the School administration and the Key Club. One merit is awarded for each hour of time spend at a non-scheduled service activity. The Kiwanis Club presents a merit medal to the boy and girl who accumulates the highest number of merits during the school year. The boy who won last year's award had accumulated 470 hours of extra work. When students are engaged in interesting, worthwhile activities, merits go up and demerits go down.

The Key Club also serves its members in a personal way. One of our members, unfortunately, does not have a family upon which he can depend. This Christmas one of the club members volunteered to take the boy to his home and all the necessary arrangements were made. The club immediately passed a motion to buy the boy $50 worth of Christmas presents to be placed under his host's Christmas tree. This was all accomplished without the boy involved having any knowledge of the ac-

tion. The idea behind this was expressed by one of the boys who said, "Every member of our club is going to have a Merry Christmas."

Last May another boy who wished to enter college did not have the necessary funds to pay for his entrance examinations. Two minutes after our next meeting opened he not only had the money to finance his entrance exams, but had an extra $25 to help start him on his way to college.

I can cite many examples, but I think the ones mentioned demonstrate Key Club service to its members in action.

It Serves the School and the Superintendent

I personally feel this is an area in which our club is doing an outstanding job. The boys have accomplished much in the three years our club has been in operation. The following activities are offered as examples of school service by the club:

1. Assists in vocational guidance work by inviting many outstanding men from representative fields of work as guest speakers for weekly meetings.
2. Cares for the School's outdoor athletic facilities and equipment.
3. Helps younger students with:
   a. good grooming
   b. safe travel through the School and around the campus
   c. getting to and from church
4. Keeps hall traffic orderly.
5. Presents useful material and equipment as gifts to the School, such as, a record player, magnifier reading aids, a toaster, draperies for all the high school boys' dorms, etc.
6. Sets good conduct examples for younger students.
7. Provides special crews to assist in checking the buildings and assembly areas during fire and air raid drills.
8. Sells stamps and bonds.
9. Provides student disc jockeys for School dances.
10. Provides spare time switchboard operators.
11. Supplies chapel leaders and organists.
12. Furnishes staff writers for the School newspaper.
13. Co-sponsors annual fall hayride.
14. Sponsors an annual Christmas dance and invites members and their dates from two or three other Key Clubs.

Just recently the boys cooperated with the School by helping to finance the redecoration of a room we now call the "Key Club Room." This room has beautiful furniture, lamps, drapes, a television set, and many other furnishings that make for a very comfortable meeting room. The club's share of financing this room was $250.

It Serves Its Community

We have students from 31 counties in Western Pennsylvania, which is a large and difficult community to serve. Our boys are public spirited and have made some fine community contributions.

One of our club members had a young niece who was stricken with a blood disease which required many blood transfusions. Our club adopted her as a special project and members have donated 25 pints of blood in an attempt to repay a large quantity of blood given by others.

Our club has established a welfare fund for its members' immediate families to cover such situations as new additions to the family, sickness, hardship, and death. Other contributions:

1. "March of Dimes"
2. Olympic Fund
3. Society for the Prevention of Blindness
4. Sent a letter of encouragement and a donation to a school for the mentally retarded.
5. Sends a "Care" package every three months

Fund Raising

After reading the list of services rendered by our club, you are probably wondering

how we raise the money to finance our undertakings. With cooperation from the School we park cars for all the social and athletic events that occur within a few blocks of our campus. This past football season we made $650 from this one project. Each year we have a turkey raffle during the Thanksgiving season, and every spring we present a minstrel show in cooperation with the girls' Lock Club.

The boys spend a very minor portion of their funds on themselves. They are very generous, as I have tried to point out in this article.

It Serves Its Teachers

With our merit system we are able, in general, to obtain splendid cooperation between club members and staff members. Our boys have developed fine school spirit and a feeling of belonging that has contributed much to this cooperation. All club members are of high school age, and most of them are beginning to think about the future and realize that without an education, life can be a long, hard road.

The boys are usually more than willing to cooperate in all school activities, in or outside of the classroom. Recently one of our teachers said to me, "What a difference in the general attitude of the high school boys since the Key Club has been in operation." Another teacher, who had previous experience with sighted high school boys said, "What a pleasure it is to work with these boys. I have never been associated with such a cooperative group."

It Serves Its Sponsoring Kiwanis Club

"By upholding its belief and faith that today's youth will become good citizens and competent leaders when given the opportunity and training for service and leadership, and in general, adhering to the ideals of Kiwanis in the school and community of which it is a part."[3]

I would like to add to this by saying that I have never seen men who enjoy being with boys, ours in particular, as much as do our Kiwanis sponsors. I feel that because of the enthusiastic, aggressive spirit displayed by our club members that our fine sponsors leave our meetings every week inspired by what has taken place.

It Serves the World of Tomorrow

"By producing trained leaders who will understand their responsibilities and duties as citizens in a democracy, and who will be equipped to solve the many problems that must be faced."[4]

Other Achievements of Our Club

We have received a number of awards in recognition of the achievements of our club:

1. Two outstanding achievement and outstanding merit awards from Key Club International.
2. One outstanding achievement award from Pennsylvania District Key Club.
3. Our achievement report for the year 1954-55 won first place at the Pennsylvania State Convention.
4. Our scrapbook won first place at the 1955-56 Pennsylvania State Convention.

The magnitude of these awards begins to come into focus when one realizes that there are over 1,500 clubs in Key Club International and over 100 clubs in the state of Pennsylvania.

During the brief existence of our club we have had our "ups" and "downs" of course. It has not all been a "bed of roses." However, in evaluating the whole experience, the positive outcomes have far outweighed the negative. The attitude of my fellow workers at the School toward the club, the devoted sponsorship of the Oakland Kiwanis Club, and the social character development of our boys have provided me, the club's adviser, with rich and thrilling rewards.

Dr. Alton Kloss, our Superintendent, stated recently: "Our Key Club has certainly proved its worth as a character building and service organization for high school

boys. I heartily recommend the formation of such clubs in other residential schools for blind children, provided strong Kiwanis leadership is available in the community."

Forming a Key Club

As of this date we are the only school for blind children that sponsors a Key Club. How about your school? Are you interested in Key Club? If so, here are some suggestions that may help you organize a club:

"Four things are most important in the basic formation of a Key Club:

"1. The need for a Key Club within a high school.

"2. An interest on the part of a student body to undertake this type of program and the approval of the student governing body.

"3. The full cooperation and approval of the school principal.

"4. The complete interest and ability of the local Kiwanis Club to initiate and carry on this project. The Kiwanis sponsors should always be available when called upon for help."[5]

For additional information you may write me or the Director of Key Clubs. His address is:

Mr. J. Franke McCabe
Director of Key Clubs
520 N. Michigan Avenue
Chicago 11, Illinois

---

[1] *The Key Club, Kiwanis International, Chicago, Illinois, Page 9.*

[2] *Ibid, Page 13.*

[3] *Youth Serves Youth, Kiwanis International, Chicago 11, Illinois, Page 16.*

[4] *Ibid, Page 13.*

[5] *Information, J. Frank McCabe, Chicago 11, Illinois, 1953, Page 5.*

DATES TO REMEMBER

1957

June 24-July 12—Workshop on the Blind Preschool Child, University of California, Los Angeles, California. (Sponsored jointly by University of California and California School for the Blind).

July 1-August 9—Program for Educators of Children with Impaired Vision, Syracuse University, School of Education, Syracuse, New York. (Sponsored jointly by Syracuse University, the American Foundation for the Blind and the National Society for the Prevention of Blindness of New York.)

July 7-12—AAWB 31st Convention, Chicago, Illinois.

July 8-19—Institute for Houseparents of Visually Handicapped Children, Washington University, St. Louis Missouri. (Sponsored jointly by the AAIB and the American Foundation for the Blind.)

July 8-August 2—Workshop for Teachers of the Blind, Wisconsin School for the Visually Handicapped, Janesville, Wisconsin. (Sponsored jointly by the University of Wisconsin School of Education and the Wisconsin State Department of Public Instruction.)

August 2-10—International Conference of Educators of Blind Youth, Oslo, Norway.

The Program of Braille Research

A PROGRESS REPORT

By Virgil E. Zickel, Plant Manager

and

Marjorie S. Hooper, Braille and Large Type Editor

American Printing House for the Blind

At the London Type Conference in 1932, a common code of contractions and abbreviations was accepted by the entire English-speaking world with the adoption of Standard English Braille Grades 1 and 2. During the preceding decade, general interest in Braille, which led to the 1932 Type Conference, had spread spontaneously to all aspects of Braille production and distribution to blind readers. In the late 1920's, interpoint printing was proven feasible, thereby making possible a considerable saving in the cost and bulk of books and magazines. During the same period, much other technical research was conducted into methods of improving procedures for embossing, printing and binding Braille materials. And finally, the Pratt-Smoot Act, passed in 1931, provided Federal funds through the Library of Congress for the production of Braille books (later also Talking Books) for distribution on a nation-wide basis to all blind readers.

Such interest in matters of Braille seems to run in cycles, usually fifteen to twenty years apart, probably because each succeeding generation can look with an objective eye on the results so far accomplished by their predecessors, and thus discern the additional refinements which should be possible by starting with a fresh viewpoint and by taking advantage of technical advancements in allied fields. Whatever the reason, the past decade has seen a renewed surge of interest, in the United States at least, in not only the Braille code itself, but also in finding new procedures for producing Braille in both multiple and single-copy quantities, and also in bettering the distribution of materials through the libraries.

Improvement in the English Braille Code, and its rules of usage, has been under consideration in both the United States and the United Kingdom since 1950, through study and negotiations between the American Joint Uniform Braille Committee (sponsored by the AAIB and the AAWB), and the British National Uniform Type Committee which represents all facets of work for and of the blind in the United Kingdom. Primarily, the purpose of these studies and negotiations is to try to make Braille reading easier and more pleasureable, by providing a reasonable balance between the advantages and disadvantages of contracted Braille, i.e., the saving of space and the speed-up of reading by lessening the distance the fingers have to travel, as opposed to decrease in legibility because of the use of too many or uneasily recognized contractions. It is hoped that the conclusions of this study and negotiations for the benefit of English-speaking Braillists will be available for consideration and final adoption by the constitutent bodies on both sides of the Atlantic during the next twelve months.

The growing pains of the Library of Congress service to readers through the regional libraries have long been apparent. On November 19-20, 1951, a meeting was held at the Library in Washington, attended by representatives of the regional

libraries, presses, and other agencies interested in improving the library service to the blind. Another such meeting was held, also at the Library, December 1-2, 1952, to discuss the role and problems of the volunteer services to blind readers, both Braille and recorded. During the past eighteen months, a formal survey of the entire library service to the blind has been conducted by a committee of eminent professional librarians for the seeing, under the auspices and through funds of the American Foundation for the Blind, with the cooperation of the Library of Congress itself. A report of this survey should be available within the near future.

Rising costs of production and increased demands for books from an expanded blind reading public have pin-pointed in the last five years the imminent need for research and development looking to improvement of technical procedures for both multiple and single-copy reproduction of Braille, such procedures to be designed to not only speed-up and reduce costs of production, but also to produce a better quality of product whose physical characteristics will increase the legibility and pleasure of reading with the fingers. It is this phase of the problem with which this report deals.

Interest in the technical and mechanical aspects of Braille production, which has been growing since the end of World War II, culminated in 1954 with the Division for the Blind of the Library of Congress, Washington, D. C., requesting the American Printing House for the Blind, Louisville, Kentucky, to undertake, on a contract basis, a program of research in cooperation with the other leading Braille presses in the United States, i.e., Braille Institute of America, Los Angeles, California; Clovernook Publishing House for the Blind, Cincinnati, Ohio; and the Howe Press, Watertown, Massachusetts. Additionally, other interested agencies in the United States, Canada, and Great Britain were asked to participate. The express purposes of this project are as follows:

1. To improve the quality of Braille printing and of Braille publications, and to increase their acceptability to the blind.
2. To standardize methods of Braille production and Braille printing itself throughout the Braille printing industry.
3. To reduce costs by the application of principles, methods, and materials which have been generally applied in the printing and allied fields, thereby making possible the availability of such materials on a much wider basis.

The first five months of the program were devoted to making cost and time studies of present production methods, and to exploration into the possibilities of research. Efforts were also made to enlist the aid and interest, not only of the known authorities in the field of Braille publishing, but also of engineering and technical research advisors outside of the field of work for the blind, who were chosen because of their interest and experience in research in the general publishing field and allied industries, and in modern engineering techniques that hold promise of making contributions to the project. Three meetings were convened at the Printing House in the spring of 1954:

April 1, 1954—A general meeting of representatives of the Braille presses and others in work for the blind interested in the project. The purpose of this meeting was to discuss the needs and ideas previously proposed to meet the problems involved. Agencies represented included:

American Foundation for the Blind, New York, New York

American Printing House for the Blind, Louisville, Kentucky

Braille Institute of America, Los Angeles, California

Canadian National Institute for the Blind, Toronto, Ontario, Canada

Clovernook Publishing House for the Blind, Cincinnati, Ohio

Howe Press, Watertown, Massachusetts

Kentucky School for the Blind, Louisville, Kentucky

Library of Congress, Division for the Blind, Washington, D. C.

Perkins School for the Blind, Watertown, Massachusetts

Royal National Institute for the Blind, London, England

April 7, 1954—A meeting of engineers and representatives of research agencies. The purpose of this meeting was to present the problems suggested at the meeting the week before to research personnel, in order to enlist their interest and to ascertain their facilities for offering research help, etc. Representatives invited to this meeting included:

William Reid, Batelle Memorial Institute, Columbus, Ohio

Richard Taylor, International Business Machines, Endicott, New York

Theodore Vassar, private consulting engineer, Louisville, Kentucky

Ray Lavender, Ansco, Binghamton, New York

C. W. Osterlein, Multicolor Type Corporation, Cincinnati, Ohio

May 27, 1954—A general meeting, both of representatives of work for the blind interested in Braille publishing and the research engineers. This meeting was called in order to bring both of the first groups together in order to work out a projected program of research. Following is the group of projects selected by the group, and approved by the Library of Congress, for study and development:

A. A statistical study of the shape, dimensions, placement and texture of the Braille dot to determine what combination best meets the needs of the blind.

B. The construction of a pilot model automatic embossing or stereograph machine for the production of plates for use in the printing of Braille. (This proposal included the adaptation of a commercially available (IBM) tape-punching device to a Braillewriter so that a transcriber would, in the process of transcribing from ink print into Braille, record this information on punched tape. A stereograph machine would then be fitted with a tape-sensing device so as to be controlled by such punched tape.)

C. The development of an automatically operated interpointing Braillewriter (to be undertaken only when and if the automatic stereograph machine described in (B) above proved practical.)

D. A comprehensive study of the proper characteristics of paper and of the availability of such papers, for the purpose of determining which paper best meets the requirements of Braille printing, and to draft specifications for its procurement.

E. A study of binding materials and methods for application to Braille books.

F. The continuation of a parallel exploratory program looking to the development of additional ideas which might contribute to the general purposes of the program of research, through interchange of information among the interested agencies and individuals, the exchange of progress reports, and meetings.

Following the meeting of May 27, 1954, the plan outlined above was presented to the Library of Congress, and a sixteen-months' contract was undertaken by the Printing House to cover Projects A, B, D, and E above. Additionally, as a part of the continuing exploratory program, general meetings of both the presses and representative agencies for the blind and the research personnel were held at the Printing House on May 19-20, 1955, and May 10, 1956, and another is planned for May 16,

1957, at which time the participants will meet to review progress to date and lay plans for the future.

Progress to date on the above projects is as follows:

Project A—The Study of Dot Specifications:

(1) A pilot study, undertaken by the Educational Research Department of the Printing House and the Department of Psychology of the University of Kentucky, Lexington, and using subjects from the Kentucky School was set up, the immediate objective of which was to determine to what extent dot-tip-radius affects the reader's ability to discriminate differences in dot height. Incidental to the study was the experience gained in testing blind subjects and evaluating the results therefrom, so that a more meaningful contract could be written on other aspects of the dot study. The pilot study itself consisted of two parts:

(a) Determination of the highest unbroken dot which could be produced consistently with the methods and materials (paper, plates, and stereograph machines), now used, employing the present base diameter of .060″ for the dots. *Answer:* .017″.

(b) Tests, using adults and also children at the Kentucky School, to determine the discrimination of dot height possible. *Answer:* Differences of dot height of .005″ or greater can always be discriminated; differences of .003″ were detected 88 per cent of the time; differences of .002″ were detected eight out of ten times; differences as low as .001″ can be detected with reasonable accuracy possibly three out of five times. Since present methods and materials cannot produce dots on paper to smaller tolerances than .001″, it can be concluded that blind readers can detect differences in heights beyond the limits of present production processes. The tests also showed that the discrimination between dot heights remained constant, whether the comparisons were between dots .006″ and .007″ in height, or .016″ and .017″ in height. Indications are that, for pleasurable reading, maintenance of constant dot height is most important, not whether they are high or low dots, probably because the finger always feels only the top of the dot rather than the whole dot. The tests also showed that variation in tip-radius has little effect on discrimination of the height of dots.

(2) A second preliminary study by the Printing House and the University of Kentucky was undertaken to determine what effect, if any, full-interpointing vs. semi-interpointing (now used by most presses) has on readability. (For the benefit of our readers, it should be explained that full-interpointing consists of interpointing dots 1 and 4 of the cell on the second side of the page with dots 1-2-4-5 on the first side, dots 2 and 5 of the cell on the second side of the page with dots 2-3-5-6 on the first side, and allowing dots 5 and 6 on the second side to fall free in the line-spacing between the two rows of Braille characters on the first side. Opposed to this, semi-interpointing provides that dots 1 and 4 of the cell on the second side of the page are interpointed with dots 2-3-5-6 on the first side, the other four dots of the cell falling free in the line-spacing between Braille characters on the first side of the page). This study indicated that, so far as readability was concerned, there was no discernable difference between the two methods of interpointing. Indications are, also, that, technically, full-interpointing should be as easy as semi-interpointing, plus the advantage of space-saving by increasing the number of lines to the Braille page. The study itself was necessary at this time, since one of the values for line-spacing selected for investigation in (3) below could not be used with semi-interpointing, because the dots in adjacent lines on opposite sides of the page would interfere with each other.

(3) The third study covered three variables—spacing between dots within a Braille cell (inter-dot), spacing between dots in adjacent cells in the same line (inter-cell), and spacing between dots in adjacent cells in adjacent lines (inter-line). A dot height of .015" and dot base diameter of .055" were kept constant throughout. Because of the size and scope of such a study necessary to obtain conclusive results, a contract was made with the University of Kentucky, to conduct this research. Through the cooperation of the administrative staffs of the Illinois, Indiana, Kentucky, Missouri, Ohio and Tennessee Schools, and also the American Foundation for the Blind, the Catholic Centre for the Blind, the New York Association for the Blind, (Lighthouse), and the New York Guild for the Jewish Blind—all of New York, sufficient blind subjects were secured to provide 108 children and 108 adults, thus making possible parallel studies of adult and juvenile readers. The American Printing House for the Blind provided the special Braille materials for the study.

The values studied in this project were as follows:

Inter-dot	.080"	.090"*	.100"
Inter-cell	.123"	.140"	.160"*
Inter line	.163"	.220"*	.300"

It should be noted that the above spacings are based on distances between adjacent dots within the cell, adjacent dots (such as dot 4 of the first cell and dot 1 of the following cell) between cells, and adjacent dots (such as dot 3 of the first line and dot 1 of the next line) between lines.

The findings, in brief, are as follows:

(a) Inter-dot spacing smaller (.080") than current accepted dot spacing (.090") decreases readability for both children and adults.

(b) The greater dot spacing studied (.100") yields no significant difference in readability from current accepted dot spacing (.090").

(c) Readability was improved for children when Braille was read using smaller cell spacing (.123") than current accepted cell spacing (.160").

(d) Readability was best for adults when Braille was read using current accepted cell spacing (.160").

(e) Readability was poorest for adults when Braille was read using the smallest cell spacing (.123") studied.

(f) Readability was best for both children and adults when Braille was read using current accepted line spacing (.220").

Project B—The Construction of a Pilot Model Automatic Embossing Machine:

(1) At the May, 1954 meeting, representatives of the International Business Machines Corporation suggested that their research department might help in developing a pilot model automatic embossing machine. Following approval of such a project by the Library of Congress, IBM agreed to furnish the tape-punching and sensing equipment and to design and build the circuits necessary to adapting a Perkins Brailler and the new model APH stereograph machine to the system.

The purpose of the IBM tape-controlled embossing machine is to improve efficiency and thus reduce costs of Braille plate-making, found in previous cost studies to comprise at least two-thirds of the total cost of any book produced through customary embossing procedures, and to improve the quality of the finished product. The reduction of costs and improvement in efficiency in plate-making are accomplished by:

(a) Eliminating the proofreading process (sometimes requiring the work of four people, e.g., two proofreaders and two copyholders).

*Represent standard spacing now in use, based on the Latimer Commission on Uniform Type studies of 1920, *Fifth Report* (contained in the *Proceedings of the 25th Biennial Convention of the AAIB*, 1920, pp. 81-89).

(b) Eliminating the physical correcting and checking of the Braille plate itself which often lead to additional errors and non-registry of the plate in the printing process.

(c) Reducing the element of fatigue experienced by the stereotypist using present noisy and heavy machinery.

(d) Theoretically at least, shortening the total number of man hours required in the plate-making process by reducing the work time to that of two embossers, (one doing the original copying, the other verifying it by the same process), plus the embossing time of the plate as controlled by the punched tape which requires little or no attention from a worker except for turning and inserting new plates.

The component parts of the pilot model automatic embossing machine consist of:

(a) A Perkins Brailler for embossing Braille copy on paper using correct page format.

(b) Electric circuits fitted to the writer which control an IBM tape punch, thereby recording the Braille information in the form of punched tape at the same time it is being embossed on the paper sheet.

(c) A new model APH stereograph machine directed and controlled by IBM tape-sensing equipment which embosses the plate from the tape originally punched by direction of the Perkins Brailler.

By the fall of 1955, the entire set of equipment had been installed at the American Printing House for the Blind, and an actual book was put into production. Since that time, some eight Braille titles have been produced according to this method and are now in use in the schools and libraries. The present unit has proved itself to the extent that it is proposed that the next step will be to divide it up into its individual production units—the original embossing unit, the verifying unit, and the tape-controlled plate-embossing unit.

(2) As a corollary use of the IBM tape-controlled embossing system, IBM has also suggested that it is possible to make direct machine translation from ink print to Braille grade 2. It is proposed that this be done through use of a standard electric typewriter connected to a tape punch which, when operated by a regular typist, would provide punched tape which could then be processed by a computer, converting the Braille grade 1 tape to a tape containing the same information in Braille grade 2. This second tape could then be used to emboss plates on the IBM tape-controlled stereograph machine. Such computer equipment is standard and requires only the programming of the Braille grade 1 to Braille grade 2 conversion. In the near future a book is to be produced in this fashion to determine the feasibility of the use of this procedure by the Braille publishing field. While there are several problems involved, one real drawback to this process lies in the fact that only the most expensive machinery can be directed to make proper hyphenation between syllables at the end of lines. The question to determine here is whether there would be reader objection to lines left short, thereby wasting much space, or whether syllabified hyphenation might be ignored, in view of the savings that might be obtained through the employment of trained typists as against the expensive and slow training period for Braille stereotypists, usually amounting to about two years.

Project D—Study of Braille Printing Paper Characteristics:

This project has two general objectives: First, to obtain through study and experiment the best paper for Braille book publishing, considering both price and quality; and Second, to set up specifications for its procurement and testing. During the past two years, approximately 45 different papers have been tested, many of them samples of so-called standard sheets, and many of them special sheets tailored specifically for Braille use. Through experience with the sample lots, the Hawthorne, Nekoosa-Edwards, Eastern and Howard

Paper Mills are now making acceptable Braille book papers. The Hammermill and Hamilton Paper Mills, of course, have made Braille book papers for a number of years. It is proposed to continue the experimentation until the individual mills feel that they have developed the ultimate in quality. The accepted papers will then be sent to the Bureau of Standards in Washington, D. C., for chemical and physical analysis, following which analyses, final specifications for the production of Braille book paper will be drawn up. Since the special papers for testing must be supplied in lots of 5,000 pounds or more each, it is anticipated that another year will be required to complete the project.

Project E—Study of Binding Materials:

Two studies on improving binding processes are still incomplete:

(1) The redesigning and construction of a pilot model folding machine, originally partially developed by the Braille Institute of America, which accordian pleats the printed Braille sheets so that they may be put together with glue, without having to be sewn with special "guards" placed between sections to space them out at the spine of the book. Further work must be done on this process before the pilot machine can be put into use for testing. This machine is now under development at the Printing House.

(2) Investigation into new types of cover cloth, etc., which will be more durable, easier to work-up, and probably cheaper. Some work has been done on the heat-sealed vinyl process of making book covers as now used for salesmen's catalogs and other commercial purposes. If present prospects prove successful, a sample book may be made in the near future using this material and method for making the covers.

Project F—Parallel Explorations into Other Ideas:

(1) At the first general meeting in May, 1954, it was suggested that it might be feasible to publish in cheap magazine format several books for which there is a great popular demand each year, in order to get the books into the libraries for the blind when they are also being read by the seeing public, and to reduce costs so that many more copies could be sent to each library to speed up circulation time. A number of such titles have been produced at the Printing House for the Library of Congress during the last year and seem to be proving most popular for the purpose. One of the features that pleases librarians for the blind about this type of publication is that the bulk of the copies can be thrown away without much financial loss when their circulation demand has dropped to a minimum.

(2) As many people in the United States are aware, the Royal National Institute for the Blind in London, England, has been experimenting for a number of years with the so called "Solid Dot Process." This method of printing consists of super-imposing solid plastic dots onto a much thinner than normal paper by means of heat-treating a liquid plastic as it is squeezed through Brailled stencils onto both sides of the paper at the same time. The actual printing is done by running the paper from a continuous roll through rollers on which have been mounted the Braille stencils and which act as the drums for the liquid plastic itself. Because of the enormous amount of capital expense required for the equipment and experimentation necessary, no efforts are being made in the United States at this time to conduct experiments on this process. Rather, it was agreed at the general meeting in May, 1954, that the RNIB would continue its work on the solid-dot printing process as a parallel experiment, the results of which would be available for consideration in this country as well as England.

(3) Aside from the projects listed above, a number of other ideas have been

considered, some of which are still only in the thinking or planning stage, while actual pilot models for other processes have been built. In the latter category are the following two:

(a) A model of the Espinasse Duplicator, developed in France, is now at the APH for testing purposes. This device consists of a plate-like piece of equipment on which Braille is set up in the form of pins. In use, paper is placed over the set pins, and a roller carrying the corresponding pits (as in the bottom of a Braille slate) is passed over the paper, producing Braille printing. Unfortunately, such a device can produce only one-side Braille, is most laborious to set up for printing, and the pins must be reset for a second edition if the form is knocked down for any reason. However, an almost unlimited number of copies can be made in any single edition, and the total investment would be quite reasonable.

(b) A rather unique device is the Zuk Reading Machine. For this machine, Braille is supplied in the form of a wide punched tape, similar to a player-piano roll. A special reading device, consisting of a set of metal pins equivalent in number and spacing to a line of Braille is required. To use the machine, a lever moves the tape one line space at a time, while another lever raises the pins through the holes in the tape. Although the idea would require the building of special machinery for punching the tape, and each reader would have to have an individual reading machine for his use, the prospect of wider use of punched Braille tape may make this idea practical in the future.

The above progress report of the Library of Congress Braille Research is presented so that Braille readers and interested workers for the blind may know what is being done in the way of trying to improve the medium of Braille production. Much credit should be given to the Library of Congress for its willingness to finance the project, to the IBM Corporation for their very great donation of research talent and equipment at their own expense, to the University of Kentucky, to the many schools and agencies which have helped when called upon, and to the several Braille presses for their whole-hearted cooperation with the Printing House in working out and developing the research investigations.

Cross Country Running

By Bill English, Principal and Coach

Ohio School for the Blind

"Better to have tried and lost than to have never tried at all." Using poetic license in quotation of this old axiom describes the attitude that we had in embarking on a new athletic event at the Ohio State School for the Blind.

We in Ohio are developing what we hope will be an addition to the athletic program of several schools for the blind. The sport is cross-country running. We began our experiment last fall. A running course of approximately 1¼ miles was laid out on our school grounds. For best results, I believe, this is the procedure to follow whenever possible. In this way the boys will have a better opportunity to become acquainted with the running area.

In laying out our running course, we attempted to make use of every available hill-and-dale. Six steep inclines were used along with several small ones. This certainly increased the difficulty of the course.

To "outline" the running course we used waist-high poles with white flag markers attached. We also employed two wire fence lines and a road pathway as a guide for the runners. After we walked the course together two or three times the boys had no difficulty in following the correct route.

The obvious question is: How did the totally blind boy maneuver such difficult terrain? It is necessary that we have a partially-sighted partner who competes concurrently. Any extra partially-sighted boys not needed as partners may compete individually. Three methods of "partner running" were employed: (1) a two to three foot length of rope or leather held between the runners, (2) clasping hands, and (3) the blind runner slipping an arm through the crook of his partner's near arm. As was to be expected the boys did not agree on which method was the best. We allowed them to experiment and then decide which method they preferred to use. This was their choice and the main criterion was comfort in running. Surprisingly, most all of them preferred to use method number three. This may have been due to the close contact with their partner that was provided by this method.

After three weeks of daily practice the boys were ready for competition. We had four meets with local high schools. Although we were beaten in all four meets, we realize that the statistical results do not give us the true picture of accomplishments.

What was accomplished was the opening of a new area of athletic competition for our boys with sighted competitors. The benefits of this type experience are numerous and understood by all educators of the visually handicapped.

As we improve our techniques of running and gain experience in this sport, we feel certain that our statistical results will improve. To find a comparison one has only to look back to the first few years of competitive wrestling in schools for the blind and check the results of contests with other high schools in the area. We believe that cross-country running can follow the same pattern of success.

A full year-round athletic program is now available to the boys of our school. This fact in itself has many advantages. It is hoped that the other schools for the blind will join with us in promoting this sport, thereby increasing the opportunity for the visually handicapped boy to compete in interscholastic athletics.

In the March issue we discussed the three regional athletic associations of schools for the blind. The largest single activity of these associations is their annual wrestling tournament. Following are the team scores for the 1957 tournaments:

North Central Association of Schools for the Blind — held at Vinton, Iowa, Feb. 9.

Team Standings:

Missouri	96	Minnesota	31
Kentucky	82	Nebraska	31
Iowa	42	South Dakota	9
Illinois	37	Wisconsin	0
Kansas	34		

Southwestern Association of Schools for the Blind — held at Muskogee, Oklahoma, on Feb. 16.

Team Standings:

New Mexico	65	Oklahoma	27
Texas	43	Colorado	12
Arkansas	39	Tennessee	12

Eastern Athletic Association for the Blind — held at Overlea, Maryland on Mar. 1-2.

Team Standings:

West Virginia	73	Perkins	33
New York Institute	56	Overbrook	32
Maryland	51	Connecticut	10
New York State	41	North Carolina	9
W. Pennsylvania	39		

Minimum Standards For Schools For The Blind

Egbert N. Peeler, Chairman

A.A.I.B. Committee on Standards and Evaluation

Superintendent, North Carolina School for the Blind and Deaf

It is customary in most of the states to have minimum requirements or standards under which the public elementary and high schools operate. Such standards are generally established by the State Department of Education. These standards cover many phases of the school work, including equipment, size of classrooms, amount of window space, qualifications of the teachers, playground area, libraries, etc. In many cases, schools for the blind have used these standards in so far as they are applicable to visually handicapped children, but there have never been any uniform standards designed exclusively for the use of schools for the blind. The requirements within a state may call for a minimum of 500 print library books for a small public elementary school and 1000 books for a school of slightly larger proportion. Such a requirement can serve as a guide for a school for the blind making purchases of print books for its own library, but there are no standards as to the number and type of Braille books that are necessary for efficient operation. This is also true of talking books and tapes.

The lack of uniform standards has been discussed by many groups affiliated with the AAIB, including the Board of Directors. It has been felt that there can be, and should be, a set of standards prepared for schools for the blind which would give all the schools some criteria for judging their efficiency. Some states establish several sets of requirements for the public schools and classify them A, B, and C. A school is rated on the basis of the level which it has been able to attain.

The AAIB Board of Directors authorized the appointment of a committee to make some studies of the problem with the hope that these would lead to the establishment of minimum requirements for schools for the blind. During recent months, the Committee has done some exploratory work and has tried to establish some methods and criteria for initiating a full-scale study.

The Committee decided that it would probably be necessary to set up several sets of standards for various sizes of schools and, with this in mind, felt that the initial effort should be in the interest of the schools of middle size. This would cover the schools having from 80 to 150 children. Sixteen schools, falling within the range, have been asked to assist in the program by supplying information to the Committee.

It has been assumed that standards cannot be established without compiling information as to the conditions in the sixteen schools at the present time. With this in mind, the Committee has prepared three questionnaires for distribution to sixteen schools. The questions have been answered in full by all of the schools, and the results have been tabulated. Copies of the results have been made available to the sixteen schools and to the officers of AAIB. Some samples of the questions, answers, and tentative recommendations are listed below to illustrate the procedures

that have been followed.

Illustration No. 1. The sixteen schools were asked to list names of their teachers and the number of children taught by each. The average number of pupils taught was 11 per academic teacher in grades 1 to 6. One school had an average of 8 pupils per teacher. Another had an average of 20 pupils per teacher. On the basis of this information, the Committee on Standards has recommended that a standard school shall maintain an average of not more than 11 pupils per classroom teacher in grades 1 to 6 and that no teacher shall have more than 13 pupils.

Illustration No. 2. In approximately one-half of the sixteen schools, all academic teachers hold bachelor's or master's degrees. The other schools have one or more teachers without bachelor's degrees. In one school, more than half of the academic teachers have master's degrees. On the basis of the information received the Committee on Standards has tentatively recommended that a standard school shall require that all teachers hold a bachelor's degree or better. The Committee further recommends that all schools for the blind adopt a policy immediately of employing no teachers for academic positions below the bachelor's level and that teachers now without bachelor's degrees shall plan an organized schedule of summer courses leading to a degree.

Illustration No. 3. An inventory of readers in the sixteen schools shows that some schools have large quantities of reading books while others are not as well supplied. The best equipped school had a total of 78 sets of readers, ranging from 21 sets of pre-primers to 3 sets of readers for the eighth grade. The school with the smallest amount of equipment had a total of 27 sets of readers for all of the grades. The average for the sixteen schools was 48 sets for all grades from pre-primer to eighth grade. Using this information as a basis, the Committee on Standards has recommended that a standard school shall have a minimum of 61 sets of readers and that the readers should cover several types of books in order to give a variety of reading material to the students. The recommended quantities by types are as follows:

Basal or Work Type	36 sets
Social Studies	6 sets
Literary Type	7 sets
Health for Grades 1-3	4 sets
Science Type	8 sets
Total	61 sets

The Committee has no authority to establish minimum standards for the schools. The purpose of recommending minimums at this time is to set forth a recommendation which can be used as a point for discussion by the teachers in the schools and by AAIB discussion groups. Setting up minimum standards will require considerable effort on the part of all school personnel over a period of several years. Groups that have an opportunity to discuss the recommendations of the Committee will doubtless find it advisable to raise or lower the recommendations. The final requirements should be established after proper discussion, and the tentative recommendations of the Committee should not be considered of any particular value except as a basis for discussion.

It has been suggested that the workshop groups spend considerable time discussing the recommendations of the Committee on Standards during the next workshop sessions at the 1958 AAIB convention. If it is desirable to plan for these discussions, it will be necessary for the Committee on Standards to intensify its efforts during the next twelve months in order to have a generous amount of material available for the use of the workshop groups. Any workshop chairmen reading this article should assume some responsibility for determining whether this would be practical and should communicate with the chairman of the Committee on Standards

to give any recommendations regarding procedures to be followed.

The compiling of minimum standards is a big task and should cover many facets of school life. It is relatively easy to establish exact figures for quantitative measurements, but a set of standards should cover qualitative measures which, in many respects, are more important. It is hoped that effective standards may be recommended for such items as: (a) social life of the children, (b) medical care, (c) wholesome cottage environment, (d) essential athletic program, (e) morale and general attitude of teaching staff, etc.

The schedule of standards growing out of this long-time effort should produce an instrument which schools can use to evaluate themselves and improve the general quality of training. The standards can also be used by evaluating teams which may visit schools to determine whether minimum requirements are being met. It may also be practical to establish classifications for schools and issue certificates to any schools that rise to the established levels. This would be comparable to present practices of State Departments of Education and regional rating agencies in giving recognition to schools that are meeting required standards and giving high grade instruction.

The University of California, Los Angeles, in cooperation with the California School for the Blind, is sponsoring a timely workshop this summer in the field of service and help to the parents of blind preschool children. This workshop is particularly for professional people who work with these children, and will include case presentations, field trips, and films in addition to the general sessions. The dates: June 24 through July 12. An excellent and diversified resource staff will be available. Write to: Field Service, Blind Preschool Children, Room 803G, State Building, Los Angeles, Calif., for complete information.

Appointments

On March 12, 1957, Mr. L. P. Howser was appointed superintendent of the Kentucky School for the Blind, after having served as acting superintendent since October 15 when Mr. Paul J. Langan resigned.

A native of Shelby County, Kentucky, a graduate of Transylvania College in Lexington, a former teacher and principal of Carr Creek High School, Mr. Howser is well known throughout the entire state; and his work as adult trainer of cane travel for the Office of Vocational Rehabilitation of the State Department of Education has earned him many friends since he became interested in work with the blind.

His first work in this field was in 1944-46 when he served in the Army Medical Corps as an instructor of the blind at Valley Forge General Hospital, Valley Forge, Pennsylvania. Upon his release from the Army he returned to Kentucky to become assistant superintendent of the Workshop for the Adult Blind. In 1950 he became affiliated with the Kentucky School for the Blind as teacher-principal.

Mr. Howser's friendly, genial nature, his "easy-to-talk-to" attitude with everyone, and his love for family and home, make him a respected and devoted leader under whose supervision and authority K.S.B.'s high standards of previous years will be maintained.

In the listing of AAIB memberships for 1956-1957, in the March, 1957 issue of *The Journal*, the memberships for the New York State School for the Blind at Batavia of 19 teachers and 8 staff members was inadvertently omitted. Additionally, other memberships have been received since that time, so that the present membership for the Association as of April 1, 1957 stands at 1,146 for the current fiscal year ending June 30th.

The President's Corner

Dr. Robert H. Thompson, President

American Association of Instructors of the Blind

Joint Services and Mutual Assistance Between the AAIB and the AFB

The Long-range Planning Committee of the American Association of Instructors of the Blind composed of Lois Cox, Joseph Kerr, Donald Overbeay and Robert Thompson, met with Georgie Lee Abel, M. Robert Barnett, and Kathern Gruber, at the American Foundation for the Blind offices in New York on March 11, 12 and 13. Since research was one of the topics to be discussed, Samuel Ashcroft, Director of Educational Research for the American Printing House for the Blind, was invited to sit in on March 13. The purpose of this series of meetings was to find areas of common agreement where these two organizations could be mutually helpful.

All of us were pleased with the outcome of our first effort. The following are among the concrete developments resulting from this meeting:

1. Completion of plans for a two week Summer Institute for Houseparents at Washington University in St. Louis, cooperatively sponsored.

2. Plans initiated for two more houseparent institutes in 1958, possibly in the East and Southeast.

3. Plans initiated to make a joint approach to the appropriate Federal agency for funds for a fellowship on the graduate level to gather pertinent vocational information of interest to the blind and to those who teach and counsel the blind.

4. Plans initiated to obtain a fellowship on the graduate level to establish principles and standards dealing with the houseparent function.

5. The development of a written statement to set forth as clearly as possible a basis for cooperation between the AAIB and the AFB in our areas of mutual interest.

This statement is tentative, subject to amendment and approval by our respective boards. It will require periodic review, and time did not permit the fullest development of some sections. I believe this meeting may pave the way for better things to come, and that its outcomes need to be shared with the workers in our field for their information and comment at the earliest possible moment. The somewhat formal statement is being jointly released to the International Journal and the Outlook and so I devote the rest of the President's Corner to it.

Introduction

"The purpose of this statement is to set forth as clearly as possible a basis for cooperation between the American Foundation for the Blind, a national agency for research, consultation, program promotion, professional development, and information —and the American Association of Instructors of the Blind, a national membership organization which serves as a professional and coordinating resource for all administrators, teachers, and auxiliary personnel engaged in the area of educational and related services to blind young people. The detailed description of the respective roles and organizational resources and structures of the two groups does not seem necessary, but it should be noted that there are certain obvious and understandable functional differences between agencies and associations.

"The AAIB, as of this date, does not maintain a staff of professional personnel for research, consultation, or coordination and supervision of projects and activities. Its associational management is maintained by its officers and standing committee chairmen, all of whom serve without compensation and all of whom are primarily occupied in full-time positions elsewhere. It is intended that an operational headquarters will be established, hopefully in the near future, and plans are laid for the employment of at least one person generally informed about this specific field and competent to attend to associational operations. The basic strength of the AAIB lies in its growing membership which is rapidly becoming representative of all personnel serving blind children, as well as of all geographic parts of the United States. The operation of a permanent central office, in addition to maintaining the usual administrative duties, will strengthen greatly the capacity of the Association for collection of information, identification of areas for research or other activity, effective pursuit and conclusion of committee assignments, representation of points of view and of philosophical principles, cooperative activity in the development or identification of standards of service, and planning for Association events. It generally must be recognized, however, that the Association probably may not have substantial sums of money for project expenditure.

"The American Foundation for the Blind, on the other hand, does maintain and hopefully will expand its staff of professional personnel, not only those whose specialty lies in the field of education as such, but also those in major related areas among which are basic and applied research, both technological and professional; social welfare encompassing the broad area of community planning; vocational rehabilitation; library services and publications; and public relations. While non-medically oriented, the AFB does maintain an indirect but close relationship with the medical area, primarily in the field of eye disorders and research relating to them. In addition, it constantly strives to maintain current liaison with all other pertinent information-leadership organizations whose programs bear upon the problems of communities in general and of disadvantaged individuals in particular. It is recognized that the AFB does have substantial sums of money for project expenditure. The Foundation does not maintain direct relationship with a large membership group except as such a group would be represented by its board of trustees, advisory committees, and project committees. However, its service constituency reaches many thousands of persons whose responses, in general, form a basis for flexibility in over-all program planning to meet the changing conditions and situations confronting people who are blind.

"In the stated over-all purposes of both the Foundation and the Association, there is clearly a similarity of objective — the continued expansion and improvement of educational and other services to children who are blind. It is this common ideal which forms the natural as well as the highly desirable basis for cooperative activity. The autonomy of each, however, must be respected and preserved. Neither organization pretends to the position of exclusive national or local program leadership. Both organizations recognize the right of other responsible agencies or associations to carry out their responsibilities within the field. In the following sections of this statement in which specific large areas of cooperation are outlined, it is understood that work of a joint nature may be achieved most harmoniously if implementation is developed on a project basis. While statements of general willingness to cooperate are desirable, they will be meaningless if not defined and supported by exact statements of procedure, mutually specific identification of liaison, and detailed outlines of respective responsibilities.

Areas of Mutual Interest

"It is generally understood that designated representatives of each organization, may, in emergency situations, initiate specific cooperative ventures, whether major or minor. Otherwise, it is agreed that formal conferences between authorized sets of individuals will be held at least once each year and oftener if needed. At such review and planning meetings, concrete decisions shall be attempted in the areas of mutual interest in which bilateral action is judged necessary and constructive, i.e., as follows:

"I. Development of philosophy, principles and standards underlying:

A. Basic educational programs for blind children.

B. Necessary supplementary services in educational programs for blind children.

"II. Research of a contributive nature:

A. Statistical.

B. Basic and applied in various areas such as educational, psychological, sociological, technological, etc.

"III. Preparation of and professional growth and development of teaching and other personnel:

A. Regional planning for workshops.

B. Regional planning for academic courses of instruction.

C. Provisions for graduate study.

D. Recruitment.

"IV. Cooperative effort, when feasible, in advising for or promotion of legislation:

A. Federal level.

B. State level.

C. Liaison with administering government agencies, especially with reference to subsequent regulations.

"V. Information:

A. To the professional field.

B. To the general public.

"VI. Such other areas of mutual interest in which the general welfare of blind youth may be served.

Financial Aid from AFB to AAIB

"The AFB will consider direct financial assistance to the Association for operational costs as follows:

"1. A written request for such assistance must be made to the Executive Director of the AFB outlining the annual projected operating expenses of the Association.

"2. If granted, this direct operating assistance will be made to the Association in lump-sum annually, such subvention to be reviewed annually.

"3. Detailed reporting of expenditures will not be required but periodic reporting of broad budgetary items will be requested.

"4. In reviewing such subventions annually, the Executive Committee of the AFB will require a complete financial statement of the Association in order that it may know the over-all financial growth of the Association in terms of its ability to underwrite some or all of its own operating expenses from year to year.

"5. Such direct financial assistance would cease if the AAIB can become self-supporting, and the AFB would encourage this objective as an ideal.

Granting of Foundation funds for service activities shall be predicated upon the following broad principles:

"1. Expenditures of Foundation funds for workshops, institutes, projects, etc., shall be from the operating budget of the Foundation except where lump-sum grants may be more easily administered if transferred to the center of activity.

"2. Grants to individuals for research or advanced study shall be made directly from the Foundation.

"3. Joint activity by the AFB and the AAIB is recommended in the securing of government or other funds for research or other activity and the Foundation may, on occasion, provide the necessary matching share if it is not available from other sources."

Hiking Across The Grand Canyon

By Edward W. Tillinghast, Superintendent
Arizona State School for the Deaf and Blind

At sunset on the 26th of last May, six weary but triumphant boys emerged from the deep canyon shadows onto a wooded flat at the North Rim of the Grand Canyon of the Colorado. They had just completed an experience and a thrill they will never forget. That day they had hiked down the South Rim of the Canyon, across the Colorado River, and up the North Rim—a distance of twenty-two miles of very rugged hiking. The Canyon is over a mile deep—nearly seven miles of breath-taking, percipitous switch-back trail that goes forever down. At the bottom of the gorge flows the turbulent Colorado, spanned by a suspension bridge. Here the boys bathed their feet and rested. Then they followed Bright Angel Creek for eight miles, stopping to take welcome showers at Ribbon Falls. Then came the long and difficult climb up the North Rim. The six boys are students of the Arizona State School for the Deaf and the Blind.

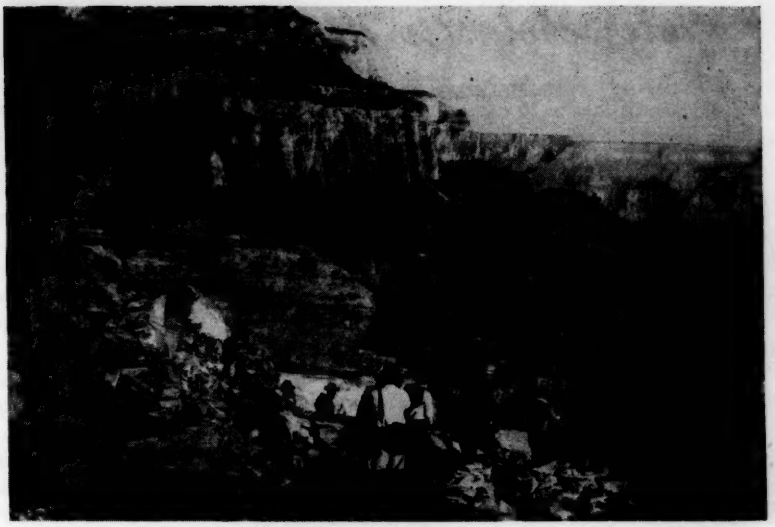
Two of the boys are totally blind; four of them have traveling vision of varying degrees. They were acompanied by our wrestling coach, Charles Thornton, and a photographer who wanted to make the trip.

Of the thousands who view the awesome wonders of the Grand Canyon each year, a few ride mules down to the swirling river at the depths of the gorge, still fewer make this strenuous trip on foot—but there are even fewer who, instead of returning to the South Rim, continue on the Kiabab Trail along Bright Angel Creek and up the tortuous trial to the North Rim. For those few who do make this trip it is a never forgotten feat. And so, too, with the blind boys—they will remember the cold of early morn at high altitudes, the midday heat in the depth of the Canyon, the strange noises of the powerful river, the refreshing waterfalls of Bright Angel, the tremendous expanse of the Canyon, the smell of pine needles in the sun, the strange silence of remoteness. Yes, it is an experience they will long remember.

However, such accomplishments are not made without adequate preparation. During the school year the boys had been taking long hikes each month. As the boys gained experience and stamina, the length and ruggedness of the hikes increased. The boys and Mr. Thornton would start out Saturday morning, drive to a nearby mountain or desert area and spend the day hiking. Then, too, the boys worked out daily in physical education classes. Prior to the final hike of the year they worked out a lot on the 220 yard oval track at the School on which they can run continuously (8 laps to the mile). This builds up wind and leg muscles. The boys were in excellent physical shape and had had a lot of hiking experience before they attempted the Canyon hike. Even then, when they piled into their sleeping bags after the hike there was no horseplay in camp that night!

The boys had driven to the Canyon from the School, a day's drive, and camped on the South Rim that night. While they were hiking the next day, the two cars took the duffels to the North Rim, a long trip around via Rainbow Bridge. After spending the night on the North Rim, the boys, a bit stiff and weary, but happy with wonderful memories, returned home.

We believe that hiking has many real values for the blind. It is of course one of the best forms of exercise. For the blind it also improves muscular development, coordination, stamina, balance and self-confidence. In a mixed group, the



Taking a "Breather" on the Hike Across the Grand Canyon.

totally blind can follow those with some vision without much difficulty. In more rugged areas a hand on the shoulder or belt is a guide, or a short rope can be used. Experience in hiking will develop ability to follow trails of various types. One can hike in flat areas as well as mountainous ones. Easy trails can be taken first and then more difficult ones.

In addition to exercise, just being out all day in the sun and fresh air is good for one. Aside from the physical benefits of hiking there are the recreational benefits of group activity—of eating out, of camping, etc. Much can be learned about nature from hikes—the terrain, the myriad smells, the innumerable noises or the stillness of remote areas, the feel of water in the streams, lichen on the rocks, the varying trees and growth along the trail, the differences in altitude, temperatures, winds, the whir of quail, the bark of a fox or the call of a coyote. Nature is full of strange textures, sounds and odors.

We believe most blind students enjoy hiking and a regular program of hikes can add much to their knowledge of nature and their surroundings, as well as being beneficial from the physical, recreational and social aspects.

Hiking is inexpensive, and the length and difficulty of the hike can be geared to the abilities of the group. Although Arizona is blessed with wide-open spaces for hiking, there are not many areas in this country that cannot provide interesting hikes. Often there are good areas within a short drive, so that it can be a one-day affair. Occasionally, however, an overnight camp is enjoyed. Your own locality probably has ample natural areas for hiking and places of interest to visit on foot. Hiking may build a love of nature and the outdoors that will always remain with a person.

Interscholastic Music Festivals

By John Meldrum, Director of Music

Oklahoma School for the Blind

Music festivals have come into being in recent years among strategically located schools for the blind as a natural result of social, curricular, and extracurricular evolution that has taken place in such schools. Time was when students in schools for the blind suffered virtual social and cultural isolation not only from students in schools for the seeing but also from those who, like themselves, were required by impaired vision to attend these special schools. In our present day, thanks to the acquisition of modern means of transportation, and to the new social freedom widely enjoyed by students in residential schools, it is not only practical but deemed wise to hold interscholastic events at focal points throughout the country. Thus it is that, as a part of such activity, music has finally come into its own.

Since April, 1954, music festivals have been an annual event for students at the Oklahoma School for the Blind. It all started in the fall of 1953 with an invitation by Dr. Robert H. Thompson, then superintendent of the Missouri School for the Blind, extended through Mr. Lester Best, instructor of instrumental music, to join the Missouri school in a one-day festival of music. This event proved so successful that the Missouri school was invited to complete the home-to-home cycle the following April. Feeling that the purpose of such festivals would be best served by a change of locale from time to time, the Oklahoma School next arranged a two-year series with the Texas School for the Blind. Hence, in April, 1956, the Oklahomans journeyed to Austin, Texas, where these two schools were joined by a delegation from the New Mexico School for the Visually Handicapped in a very successful meet. A fourth and still larger festival was held April 5th of this year, with four schools participating as Arkansas joined the trio of the 1956 festival. Eighty-four student-musicians joined forces in Muskogee, Oklahoma, to make music and to enjoy the benefits to be derived from social contact and good fellowship.

To date the programs of these festivals have been similar in scope but have differed in musical and recreational content. Two public concerts provide the nucleus for the musical portion of the festival. One concert is given over to the performance of bands, string groups, small instrumental ensembles, vocal groups, and solos. The other is given over to the presentation of choruses and is diversified by the inclusion of piano solos and duos, vocal and violin solos, and organ numbers. This latter affords excellent opportunity for the organ pupil to become acquainted with unfamiliar equipment, and to acquire poise through the experience gained from appearing in an environment that is strange to him.

Probably the most stimulating and exciting feature of these programs, from the viewpoint of students and listeners alike, is to be found in the numbers presented by the combined bands and the combined choruses. Such groups in most residential schools are relatively small, and it is seldom that students are afforded the thrill of singing or playing in groups as large as those provided by a festival. Music to be performed is selected with great care and is decided upon by mutual agreement among the instructors from participating schools. Even after the titles to be used have been

determined, there remains much groundwork to be accomplished by correspondence. It is obvious, for instance, that editions to be used must be agreed upon and, where possible, details of tempo should be settled. Other items for consideration are shading, the extent to which unmarked nuances are to be employed plus stipulation as to what these shall be and, strange as it may seem, it frequently happens that variations in texts must be compromised.

The direction of choral and band numbers is passed around from school to school, giving students an opportunity to work briefly with a director whose methods may be quite different from those to which they are accustomed and thus their experience will be broadened. Student accompanists are employed wherever possible, deriving great benefit from the experience.

The social and recreational activities provided by the host school are interesting and varied: Upon arrival the day prior to the concerts, the visitors find awaiting them a reception, dance, or a free evening during which to explore their surroundings. In St. Louis the Oklahomans were taken to Busch Stadium to witness a major league baseball game, quite a thrill for all. In Texas, the visitors were treated to a twenty-five mile boat ride on a stern-wheel pleasure craft in going to and from a beautiful picnic pavillion where a delicious lunch was served. In Muskogee, the visiting schools and their hosts explored the nether regions of the huge Fort Gibson Dam and the adjoining hydro-electric power plant.

Some schools are fortunate to have competent dance bands and these have functioned admirably at two of the festivals. In Texas, the visitors were invited to join in an exciting "jam" session following the afternoon concert, and this formed the basis for considerable discussion among the participating students concerning problems involved in dance-band work. These incidental benefits can be of as much value to some as the direct benefits the schools are trying to achieve.

What are some of the direct benefits to be derived from music festivals? Administrators of schools for the blind wisely devote much in time and money to musical training. Festivals provide worthy and effective stimulus for hard and concentrated practice throughout the time required for preparation. The presentation of the programs affords an excellent outlet for the finished product before appreciative audiences. Perhaps even more profitable and stimulating is the opportunity these events provide for the students to hear and applaud the work of fellow students from other schools. This has a tendency to develop interest among students in listening to others perform. Otherwise, we could be developing musical introverts, interested only in the music they perform. A music festival offers encouragement in the opposite direction of musical extroversion.

It is felt that group activity of a festival presents the greatest opportunity for musical expression among our students. True, some few have sufficient ability to develop into adequate performers, but with most this is not the case. We would better strive to develop musical artisans rather than artists, since most of our students not only do not possess the divine spark, but fail to manifest even a mundane flicker.

It is not only the students who derive inspiration from music festivals. The instructors who are present are able to observe each other's work at first hand and to exchange ideas.

Unlike athletic meets, the festivals are devoid of the spirit of competition. The joy of making music is kept in the foreground as the chief objective of the "get together."

Music instructors in residential schools should be grateful to forward-looking administrators who sense the value of music convocations and who are willing to provide transportation, hospitality, recreational entertainment, and time for these most worthwhile music fests.

The Housemother

By Francis M. Andrews, Superintendent
Maryland School for the Blind

One of the most important people in any residential school, whether it be for the children who are blind, deaf, crippled or normal, is the housemother. She is the substitute for the real mother for eight to ten months of the year. Her family is larger than the home group. It is also far more heterogeneous. Those of us who have families know that our children differ, but when one adds to that group fifteen to twenty more children from all walks of life, the problems multiply.

The Housemother like the real parent finds her day is long. She is up at 6:30 A.M. ready to help the small ones get dressed, or down in the kitchen supervising breakfast. She knows that the child who has had a restless night may need special attention. After breakfast, with tables cleared, dishes washed, beds made, it is time for school. Will she be on hand to see the children off, to be sure they are neat and clean, hair brushed, shoes shined, teeth cleaned, rubbers on if needed, a sweater or coat if the weather demands it and, like their own mother, send them back to get cleaned up or properly clothed?

Her day is just beginning. The menu must be checked, the food ordered, the sick youngster looked after, rooms inspected, clothes to be hung up, house to be cleaned, so she along with her co-workers start their day. If she is a good housemother she begins to wonder why Sam is being so disagreeable, why Johnny seems to have tantrums, why Paul's family never write to him, why Pete doesn't want to go home, why Mike is having trouble with his algebra. She wishes Joe didn't have quite such a crush on the girls, but realizes that with guidance things will work out. It's Frank's birthday tomorrow so she really should have a birthday cake, or perhaps instead of having one just for Frank she will plan a party for all those who have a birthday this month. Suddenly she realizes it is time for dinner and she with the housekeeper must get the food on. Of course, there will be some of the students to help. She must teach them how to do the work, for she is the one who shows them how to make their beds, clean their rooms, set the table, do the dishes, etc. After dinner perhaps the children want some money, or there are letters to be read. The letters — they are important for they bring all kinds of news, both good and bad. The housemother must be ready to exclaim over new arrivals and pleasant news and be quick to lend a sympathetic ear to trouble. She must remember, however, that the contents of the letter are only for her and the child. There will be times when she will feel that the principal and the superintendent should share these family situations.

You mothers know what it is to mend clothes for your own children. Look then with admiration at the housemother of twenty children. Buttons come off, clothes get torn, and become worn out, towels, sheets, linens for the cottage must be kept in repair and socks have to be darned. Like you mothers she will bathe the small fry or supervise their baths at night and tuck them into bed after they have said their prayers. She, too, will tiptoe in before she goes to bed to be sure they are covered up and sleeping well.

Surely the housemother finds her job a varied one. She must know when to be sympathetic; she must realize that firmness tempered by love is necessary if she is to maintain her house. She must always be

fair and never threaten dire results unless she intends to carry them out. Yes, she must be ready to advise, to admonish, to apply bandages when needed, to be quick to call the nurse when necessary. She must listen to the chitchat of her boys or girls, dropping a word here and there which will help them. Her cottage is their home and as such this must be a happy place. She will want to see that there are parties, unexpected treats, invited guests in her home. She will want her children to have a love for this temporary home as well as a respect for it and for the adults who live in it.

Do you realize that our housemother not only deals with the children and all their differences, but she may have a half dozen or more adults living or working in the cottage? There is the cook, the housekeeper, plus several teachers. Each one has a personality. Each one has his or her problems which sometimes become serious to all concerned. Each person has to be considered and sometimes helped to find himself in this cottage life.

Parents many times will want to discuss matters regarding their children with the housemother. She must know when to refer them to the nurse, the home visitor, the principal or the superintendent. She must be tactful. She may find it necessary to ask for more clothing for a child or perhaps more spending money for him. If at times he is a behavior problem she may want to discuss this with the parents. She can point out how parents can help make her work easier. The relationship of housemother with parents should be one of co-operation and understanding.

No, the housemother's job is not easy. She is a mother to twenty children; she is expected to run a cottage smoothly and economically; she works with the cook, the housekeeper and perhaps an assistant housemother. Add to this a half dozen teachers, who may be living in the cottage or eating there, each one of whom wants a certain amount of attention. Then, of course, each child has a father and a mother whom we believe are interested in their child and will want to talk with the housemother about him—a total then of seventy people with whom this housemother deals. How would you parents react if you had that many people with whom you had to deal in running your home?

All of us have our faults; all of us are human. So, too, is the housemother, and she is a very important person in the residential school. She is the healer of bruises, the dispenser of pills and medicines, the comforter of the homesick, the arbitrator of conflicts, the sympathetic listener and adviser to her boys and girls, the molder of character. This, then, is the housemother.

A Report from the AAIB Cookbook Committee

By Eula Shults, Chairman

Teacher, Arkansas School for the Blind

The patience of those who have long awaited a new basic cookbook in braille may soon be rewarded. The Homemaking, Arts and Crafts Workshop section of the American Association of Instructors of the Blind, meeting in Worthington, Ohio in June, 1956, again expressed a need for such a book. This is not a new subject for this group, as the same need had been discussed at previous conventions, always ending in disagreement as to a specific book to recommend. The Ohio Workshop section

decided to avoid this problem by appointing a committee with instructions to collect recipes and compile a basic cookbook which would be especially designed for use in cooking classes for blind students or for blind adult cooks.

The Workshop group expressed a desire to have the book embossed on thin plastic pages in a looseleaf binder so that a page could be removed from the book for use in the kitchen, washed if soiled, and returned to the book. This also would allow new recipes to be added to the book at intervals. It was hoped that the same book could be printed in large type, also in looseleaf binder form, on strong reinforced paper.

Chairman Lola Bloss, of the Michigan School for the Blind, in appointing the Committee, attempted to select foods teachers from different parts of the country in an effort to keep the recipes from being too typical of any one section. The Committee appointed is composed of Eula Shultz, Arkansas School for the Blind; Marjorie Moske, Oklahoma School for the Blind; Marguerite Patten, Minnesota Braille and Sight Saving School; and Margaret Sanchez, Florida School for the Deaf and Blind. Plans were made before leaving Ohio for collecting recipes and setting a meeting date for later in the school year to compile the book.

All Committee members except one, who sent in her collection of recipes, met in Little Rock, Arkansas, February 21-23, 1957, for a weekend of concentrated work on the cookbook, evaluating and selecting recipes from those submitted, and discussing methods of simplifying the book for use by the blind. In this latter instance, it was decided that the book should include an introduction, a table of contents, a vocabulary of common cooking terms, special helps for blind cooks, tables of abbreviations, equivalents, substitutions, oven temperatures, and can sizes. Also to be recommended will be an index tab on the first page of each section for ease in finding recipes.

The selections of recipes decided upon were: appetizers and sandwiches, beverages, soups, salads, breads, one-dish meals, meats, fish, fowl, vegetables, and desserts.

The Committee approved a paragraph style of writing braille recipes which combines amounts of ingredients with methods, rather than the conventional style of listing amounts and ingredients followed by the method. It was thought that this style of writing would be easier for the Braille reader to follow and would require less space than the conventional style. However, the Committee decided on a different style for writing recipes for the large type cookbook, which would combine method and amounts but would list ingredients on one side of the page for ease in checking before beginning to cook, to see that all ingredients are available.

Writing and compiling the new cookbook should be finished by the end of the 1956-57 school year. It will then be submitted to the Publications Committee of the American Printing House for the Blind for approval and possible publication next year. All home economics teachers and their pupils in schools for the blind in the United States have been asked to participate in contributing suggestions for recipes and for naming the book. Many clever titles have been sent in for consideration.

It is the sincere hope of the Cookbook Committee, and the many others who have contributed ideas and recipes, that the result will be a good basic cookbook which will help to make cooking a thrilling adventure for many blind cooks and for their families and friends who enjoy good eating.

THEIR DREAM FULFILLED — THEY MEET HELEN KELLER

World-renowned Helen Keller greets four of the participants at the Foreign Student Seminar sponsored by the American Foundation for Overseas Blind at its headquarters in New York City. The Seminar brought together students from many nations currently studying in the United States to become future workers and teachers of the blind in their own nations. Miss Keller addressed the gathering and praised the students for their decision to devote themselves to serving the blind on their return to their homelands. Shown meeting Miss Keller are: (l to r) Sami Hanna, Egypt; Kak Hee Choo, Korea; Miss Keller; Pho Lang Tai, Vietnam; and Daniel Ademu-John, West Africa. The girls are students at Perkins School — Boston University, and the young men are studying at the New York Institute for the Education of the Blind — Hunter College.

A Diet Plan For Overweight Children

By Mrs. Dorothy Gant, Dietitian
Kansas School for the Blind

A fat child presents a sad picture in any group. His problem is not only physical, but also social, and psychological. It has been our experience that he will make every effort to overcome his difficulty when convinced that he has a chance of success.

To help solve the problem of overweight, we have in our students' dining room a "diet table" for children who want and need to lose weight.

At this table we have two main objectives:

1. Achieving the optimum weight for each child.
2. Teaching the child to choose from an average menu those foods which will provide him with a well-balanced diet, and at the same time maintain a desirable weight.

In a residential school such as ours, there exist nearly ideal conditions for diet control. We can serve at each meal the exact amount of food necessary, and no more is offered. Houseparents have given excellent cooperation by encouraging dieters in their efforts, complimenting them on the results, and keeping a watchful eye out for the backslider who may be inclined to indulge in high-caloric snacks. There is also the ever-helpful spirit of competition between the dieters themselves, as is evidenced by the excitement attending each weekly "weighing session."

It may be interesting to persons concerned with food service to know that our diet table requires very little extra time or effort on the part of our staff. When weekly menus are prepared for the school, a diet menu is also planned. This is simply an adaptation of our regular menu and becomes a low calorie diet by regulating amounts of each food to be served, eliminating such extras as salad dressing and gravy, substituting fruit for other desserts, and replacing whole milk with skim milk. Thus we accomplish an effective diet without requiring our cooks to prepare special dishes, and at the same time teach the children that they can lose weight without resorting to fad diets and drugs which may be definitely injurious to health.

Our basic diet menu is planned to furnish about 1500 calories per day, and may be varied to suit the needs of each child, depending on the rate of weight loss he maintains. Allowances are made for treats when our dieters wish to attend a party or some other special event. We do not wish to add to their problems by making them conspicuous, and the children are encouraged to enjoy refreshments when they are served. If the refreshments are reported, adjustments can be made in the diet during the next few days to compensate for the added caloric intake.

Participation in the diet table is voluntary. This fact is probably responsible in a large part for the success we have had. Force a child to diet and he will surely indulge himself at every opportunity. On the other hand, when we give the child the opportunity to lose weight *if he wishes to do so,* and just as important, to be *part of a group* who are working to accomplish an important objective, we find that he will make a real effort to cooperate.

We do have one rule which must be followed by students at the diet table: All food served on each person's plate must be eaten. We have two important reasons for this rule:

First, we can control the rate at which weight loss is accomplished. This is imperative, because we have found that when teenagers discover that it is possible to lose weight, they may go overboard and eat

less than is necessary to supply their nutritional requirements, and consequently do definite damage to their health. Then, too, we may not wish the younger children who are still in a rapid growth period to lose weight, but rather to maintain their present weight until they "grow up to it."

The second reason for requiring dieters to eat all the food served is that we have an opportunity to correct poor food habits. Many children are overweight because they are too selective in their eating. To many of these children, meat, bread and potatoes are the only desirable foods, and learning to eat fruits, vegetables, and salads along with the other foods is necessary if they are to achieve and maintain normal weight. Eating with a group which is *expected* to eat all foods encourages them to try new things rather than refuse them from force of habit.

From a total of ten students who participated in the diet last year, we lost only three. Two girls left rather than comply with the rule requiring all food to be eaten. It is interesting to note that one of these, (who left the diet table after one week due to a refusal to eat oatmeal) has asked to be permitted to return after a period of eleven months and a gain of 19½ pounds. She has, in the meantime, learned to like oatmeal. The third girl left because she had reached a desirable weight.

From the table below it is observed that, in general, the weight loss of younger students was slower than that of the older ones. This is to be desired for reasons mentioned earlier.

It may also be noted that we have not achieved for any of these children a spectacular rate of weight loss, but one that is steady and consistent. We believe that this type of dieting is easiest to maintain over a period of time, because those participating are not apt to become physically tired from their reduced caloric intake—an important fact to consider when working with school-age children.

Table of Weight Losses for 14-Week Diet Period

Age of Student	Weight at Beginning of Diet	Number of Pounds Lost
years	pounds	pounds
9	103	7
9	99	3½
10	116	7½
13	122	7½
17	158	20
18	202	15½
18	140	14
19	148	8½

Perhaps it is noticeable that this account does not mention overweight as it applies specifically to visually handicapped children. It is true that the diet table referred to is in the dining room of a school for the blind, but the same physical, social, and psychological problems exist for any overweight child, whether he is blind or sighted. However, it is probably even more important for the blind child to keep himself in good physical condition and to present a pleasing appearance than it is for a child who does not need to compensate for a handicap.

In conclusion, it should be kept in mind that our diet plan was approved by our school physician before it was put into practice. It is important that each child accepted is obese as a result of overeating and not for any other physiological reason, and that each child has a sincere desire to lose weight. This desire and willingness to cooperate will, in the end, be the basis of success or failure, since the ultimate objective of our plan is to establish proper eating habits which will continue after the child has left the supervision of the diet table.

TO PUT IT BRIEFLY

News and Views from the Field

Journalistic adage: "Be brisk, be brief, be bright, be right!"

The above stated axiom is the ideal pursued, though sometimes not achieved, by every editor. Whether or not *The Journal* is brisk and bright may be a matter of personal opinion. To state that we are always right would not only be vain but foolhardy. Brevity can often be had only by untiring use of the editor's cutting shears, at the risk of offense. So, whether or not ever reached, it's still a good motto to keep before us.

Educators of blind children are entitled to attend, as observers, the second *International Conference of Educators of Blind Youth,* to be held at the Huseby off. Skole for Blinde, Oslo, Norway, according to Edward J. Waterhouse, Perkins School for the Blind, Watertown, Massachusetts. This conference will be held from August 2 to 10, 1957. Further information can be obtained by writing to Mr. Waterhouse, who is serving as conference secretary.

Delegates from sixty,countries have been invited to attend the conference this year. Six people have been selected by the American Association of Instructors of the Blind to represent the United States as delegates. These are Dr. Robert H. Thompson, President of AAIB, Miss Josephine Taylor, and Messrs. Seldon W. Brannon, J. M. Woolly, M. Robert Barnett, and V. R. Carter. Also attending from the United States in official capacity as members of the Executive Council are Mr. Finis E. Davis and Mr. Edward J. Waterhouse.

Topics to be discussed during the conference will be of the same nature as those brought before biennial conventions of AAIB. A report of the activities of this convocation will be made in the October issue of the Journal.

An *Institute for Houseparents of Visually Handicapped Children* will be held in the air-conditioned rooms of Sever Hall, Washington University, St. Louis, Missouri this summer, July 8 through July 19. Enrollments will be limited and early application is urged. Houseparents who have not received the February bulletin may still have an opportunity to enroll, but should write immediately to Dr. Earnest L. Brandenburg, Dean of University College, Washington University, St. Louis 5, Missouri for application blank.

Tuition cost for the Institute is $20.00 per person, and housing may be obtained for $5.00 by writing to the Missouri School for the Blind. Requests for complete information should be addressed to Mr. D. W. Overbeay, First Vice-President AAIB, Iowa Braille and Sight Saving School, Vinton, Iowa.

This Institute is possible because of the financial support, consultative and library service, and grants from the American Foundation for the Blind.

Blind persons throughout the world—regardless of race, religion, or nationality—are invited to participate in the ninth International Literary Competition sponsored by the *Jewish Braille Review*, a monthly literary magazine published by the Jewish Braille Institute of America, 101 West 55th Street, New York 19, New York. Since the contest closes June 30, those interested in entering poetry, non-fiction, or a short story should write without delay to Dr. Jacob Freid, Editor of the *Review* for contest details.

The International Journal for

THE EDUCATION OF THE BLIND, INC.

Alton G. Kloss, Ed.D., *President*
D. W. Overbeay, M.A., *First Vice-President*
Lois V. Cox, *Second Vice-President*
Egbert N. Peeler, M.A., *Secretary-Treasurer*

BOARD OF TRUSTEES

W. E. ALLEN
F. M. ANDREWS, M.A., L.H.D.
B. L. BERHOW
V. R. CARTER, M.Ed.
JOSEF G. CAUFFMAN
F. E. DAVIS
JOHN W. EAKES, M.A.
LEO J. FLOOD
MERLE E. FRAMPTON, Ph.D., LL.D., Litt.D.
W. C. GILL, M.Ed.
JESSIE R. GREAVES, Pd.D., L.H.D.
HAROLD W. GREEN
W. A. HACK, M.A.
GLENN R. HARRIS, M.A.
JOSEPH E. HEALY
H. D. JEFFREY
FRANK JOHNS, JR.
ALTON G. KLOSS, Ed.D.
ROBERT LAMBERT, M.A.
RAYMOND E. LONG
BERTHOLD LOWENFELD, Ph.D.
JOHN C. LYSEN, M.A.
E. A. McBRIDE
CARL D. MONROE
F. G. NELMS, M.Ed.
D. W. OLSON, JR., M.S.
DONALD W. OVERBEAY, M.A.
EBER L. PALMER, M.A.
EGBERT N. PEELER, M.A.
NEAL F. QUIMBY, Ed.D.
EDWARD W. REAY, M.A., M.S.
JERRY R. REGLER, M.Ed.
W. G. SCARBERRY, Pd.D.
HUGO F. SCHUNHOFF, Ed.D.
ROY M. STELLE, M.A., M.S.
ROBERT H. THOMPSON, M.A., Pd.D.
EDWARD W. TILLINGHAST, M.A., M.B.A.
W. LAURENS WALKER, LL.D.
JOHN M. WALLACE
EDWARD J. WATERHOUSE, M.A.
EVERETT E. WILCOX, M.Ed.
E. J. WOOD, M.A.
J. M. WOOLLY, M.S.

INTERNATIONAL ADVISORS

A. M. AHASSIHAH, Queen Huseima School for the Blind, Saadoon Park, Baghdad, Iraq.
C. R. K. ALLEN, Halifax School for the Blind, Halifax, Nova Scotia.
HECTOR CADAVID ALVAREZ, Escuela de Ciegos y Sordomudos, Medellin, Colombia, S. A.
RIAD M. ASKAR, Higher Institute of Education, 17 Safer Station Street, Ramlah, Alexandria, Egypt.
MRS. G. T. BADGER, 4 Plasturton Gardens, G. B. Cardiff, England.
P. MARIO U. BELLINI, Instituto Serafico per Ciechi e Sordomuti-ASSIS, Assisi, Italy.
P. BRUNNER, Asiles De Aveugles, 15 Avenue de France, Lausanne, Switzerland.
MRS. P. CAMERON, Fazakerly Open Air School, Higher Lane, Liverpool 9, England.
E. W. CHRISTIANSEN, The New Zealand Institute for the Blind, Aukland S.I. 1, New Zealand.
ZUBHI TAHER DAJANI, Alaiya School for the Blind, Ramallah, Kingdom of the Jordan.
KINGSLEY C. DASSANAIKE, Ceylon School for the Blind, Mt. Lavinia, Ceylon, India.
H. S. EDKINS, Birmingham Royal Institution for the Blind, Court Oak Road, Birmingham 17, England.
MITAT ENC, Gazi Egitim Enstituso, Ankara, Turkey.
M. FLORENTIN, Instituto Venevoland De Ciegos, Caracas, Venezuela.
SALIM P. GARBOUSHIAN, British Syrian-Lebanese Mission, School for the Blind, Beirut, Lebanon.
TORE GISSLER, Institutet Och Forskolan for Blinda, Tomteboda, Sweden.
EERO J. HAKKINEN, The Blind School of Kuopio, Finland.
K. N. JUSSAWALA, The Victoria Memorial School for the Blind, Tardeo, Bombay, India.
J. LAANSMA, "Bartimeus", Zeist, Netherlands.
DR. J. N. LANGDON, Royal Normal College for the Blind, Nr. Shrewsbury, Shropshire, England.
KENJI MATSUNO, National School for the Education of the Blind, Bunyko-ku Tokyo-to, Japan.
PROF. ALEJANDRO MEZA, 12A DePuebla 260-4, Mexico 7, D.F.
PETER S. N. OOST, Prins Alexander Stitching, Huis Ter Heide, Netherlands.
MISS DELFINA OTERO, 562 Prolong Avenue Espana, Lima, Peru.
PROF. LILIA RAMOS, San Jose, Costa Rica.
P. N. VENKATA RAU, Government School for Blind, Poonamallee, Chingleput District, India.
AMAL SHAH, Calcutta Blind School, Behala, Calcutta.
L. THIMMIAH, School for Deaf and Blind Boys, Mysore, India.
DR. CARL TRAPNY, Blinden-Erziehungs-Institut, Hofzeile 15, Vienna XIX, Austria.
DR. C. M. WALLER ZEPER, Instituut Tot Onderwijis Van Blinden, Amersfoortseestraatweg 80, Netherlands.

THE INTERNATIONAL JOURNAL
FOR THE EDUCATION OF THE BLIND

1839 Frankfort Avenue
Louisville 6, Kentucky

Second-class mail privileges authorized
at Louisville, Kentucky.